

“Let’s design a Banknote” project: “The emotions connected to money.”

In primary school students have been practicing positively active citizenship. The subject *citizenship* is taught through experiences such as looking after oneself, looking after others and the environment. These experiences form the foundations for good citizenship based around cooperation and solidarity between peers.

The first part of the project was announced by “Banca d’Italia” and is aimed at educating children on the economic aspects of citizenship, on using money ethically and responsibly, and on the most basic of economic principles. The contents of the activities set out include: using money as a means to measure the value of goods and services, the relationship between working and earning money, the concept of saving money, cohesive distribution of funds (world bank), and finally the difference between lending and donating money.

For this occasion, students in Primary met and discussed the topic with Dr. Elisa Sales (financial officer for the Italian Embassy in Beijing), who was present in the Primary for another episode of the “Parla con me” project, sharing her professional experience on the relation between the value of banknotes and currency, and the emotions tied with the management of money.

It was an exciting and productive morning, and the students shared their experiences of earning money and shared ideas on how they can spend the money earned.

At a later stage, students looked at the theme of “saving money” in more detail, discussing the transfer of savings at a later date, between spaces and individuals, thus approaching the topic of supportive redistribution.

The second part of the project introduced Environmental education as a means of educating current and future citizens on the importance of the environment we live in.

According to the didactical program, the Italian Embassy School of Beijing promotes a variety of projects that allow the children to embrace varied and healthy nutrition, and to adopt a sustainable approach towards one’s environment. Examples of such activities are the “*Erbario*” and the “*Recycling*” projects, as well as #*FameZero*.

The theory is then put into practice when children creatively designed their banknotes, carefully following the contest’s guidelines. They were inspired by the theme: “What would I do with all the money in the world?”

Wishing every girl and every boy the best of luck for this year’s contest, we are confident that our students will represent the Italian School of Beijing in the best of ways.



Peer education, Space: the life of universe

One of the founding principles of the school states that every boy and every girl are active individuals, who research and constructively are driven by a natural curiosity to explore.

What is vital for us is the role of peer education and activities carried out in small groups: a symmetric relation that allows for solidarity favors healthy and organized relationship, in which differences are bound to emerge, but can be overcome by negotiating and making significant exchanges.

Peer education can be considered an educational tool that stimulates a natural exchange of understanding, competencies, and experiences amongst students, allowing for communication between individuals that is characterized by a strong desire to research harmoniously. Children, therefore, become active protagonists of their development and their learning process.

Following these guidelines, years 1+2, and 3+4 started working on the project *Space: the life of universe*.

After having carried out preliminary research on the planets of our solar system, it was up to the students in primary to create their very own solar system using paper maché. In so doing the learning process is mutual, and allows for both the group and the individual to enrich their knowledge.



Carnival at the Accredited Italian Embassy School

Students at school celebrated Carnival, an important festivity in the Italian culture, on Thursday the 28th of February.

In preschool, children enjoyed a morning of dance and games. Boys and girls in the green and red classes took part in a little fashion parade in which they each had the quality to exhibit their unique costume individually.

In the primary school, the students also took part in activities relevant to Carnival and to the “*Galateo*” project, whose objective was to underline the most important aspects of the Carnival tradition.

This introduction gave children the opportunity to design, using different techniques and materials, and lay out the table for their lunch hour.

To complete the Carnival lunch, we were treated with a delicious meal prepared by Chef Roberta.



Exploring the Air with kites

The educational transition project revisited when preschool 5 year olds and Primary school students met to explore kites.

During our last exchange, which took place on Thursday the 21st of February, boys and girls explored the 5 natural elements.

“Where does air come from?”

“The air comes from within.”

“From trees!”

To introduce the topic, teachers recounted the story of the kite, first tool that humans used 2800 years ago in China, to conquer gravity and discover the sky.

The story talks about a farmer who was one day busy working in one of his fields, when all of a sudden he had his hat swept off his head by a gust of wind. The farmer managed to catch the hat by its string, and stood amazed at how the hat floated in the air kept up by the wind. This inspired the farmer to create the first kite.

After telling the story in Primary, teachers split the students up in pairs, each of which had a specific task, but who’s final goal was to design and build a kite collectively. The tools used were simple: rice paper, wooden chopsticks, scissors and glue. Once they finished their creations, children took some time to research and copy the name “Kite” in different languages: Chinese 风筝 (*fengzheng*), Catalan *estel*, French *cerf volant*, Indonesian *layang-layang*, Pakistani گدنگ پت (*patang*), Mongolian *цаасан шувуу* (*tsaasan shuvuu*).

Finally, the boys and girls tested their kites outdoors in the open, observing the differences in movement and how the different kites were held in the sky by the wind.



Events and Initiatives:

March 16th

Open Day, from 10 am. to 15 pm.